

The Structure of the Narrative Texts Written By the Students of EESP

Maya Sari
Stefanus Laga Tukan
Agustinus Ngadiman

Abstract. *In line with the objective of Writing 1; making the students capable to write a good recount including a(n) (auto) biography texts and narratives texts in grammatically correct and acceptable sentences in English, the writer, hence, tries to investigate the quality of Writing 1 products, especially the narrative texts they produced. The data sources of the study under report are Writing 1 students' final semester test papers of the even semester of the academic year of 2006/2007 and 2008/2009 in the EESP of WMSCU. The results of the analyses show that the organization of the narrative of the excellent. Even though the organizational patterns are varied, the readers are still able to follow the compositions with a good understanding and feel the flow of the compositions. In short, those compositions are understandable.*

Key words: *biography texts, narrative texts, organizational pattern, text structures*

Introduction

Narratives always follow a certain structure and this particular structure is what differentiates narratives from other types of writing. Generally, a narrative text has four parts; they are orientation, complication, climax, and resolution (Sadler & Hayllar, 2004). The orientation is considered as the beginning of the introduction of the text. It tells or introduces the readers about the character(s), the time, the place, and the direction of the story. In other words, this part of narrative text answers the question of who, when, where, what, and why something happens. "Who" tells about the character(s) involved in the story. "When" is the time of the story. "Where" informs of the place of story. "What" and "Why" tells the direction of the story. In the traditional writing genre of narrative, this orientation is called introduction or the beginning of the story.

Since characters play an important role in the orientation, narrative writers should be able to develop the character(s) well. The character(s) are called well-developed if they fulfill some criteria of a good character (Peha, 1995). Firstly, the characters should be human beings. This eases the readers to comprehend the story since they are human beings and bound to know a lot about being one. However, the characters can be animals or non-living things personified like the ones used in fables or fairy tales. Secondly, the characters should be original. It is a good idea

for the writer to make his characters original in order to avoid the boredom of the readers of the characters they have known. Thirdly, the characters should be a type of known persons. Creating a great character requires an incredible amount of details. Thus, writers have to know everything about the characters in order to make their lives successful in words. Fourthly, the characters should be realistic. This means that the characters should make sense to the readers. For instance, a ten-year old boy is 5 feet and a basketball professional. This character does not make any sense to the readers since this character is beyond the ability of a ten-year old boy in common. In other words, this character is impossible.

The following part is complication which is the heart of a narrative text. The complication determines whether the text "lives" or not. If the narrative text is considered as the "live" text, it will arouse the readers to read it. It will intrude to the emotion of the reader <http://understandingtext.blogspot.com/2008/04/building-narrative-text-with.html>. Anderson & Anderson (1997) also argue that complication "sets off a chain events that influences what will happen in the story". Then, the problem arising should be overcome by the character(s) later.

Inherent in the complication is the climax which gives the readers information of how the problem affects the characters. Roberts & E.Jacobs (1987) claims that climax is the point that all the rest of the actions become firmly set or where the characters react to the complication (Anderson & Anderson, 1997).

The end of the story is called resolution which gives the solution of the problem(s) faced by the character(s); how the characters finally sort out the complication. It leads to a happy or unhappy ending in the story. In short, the resolution is the set of actions bringing the story to its conclusion

Since writing is one of the essential English skill subjects, the English Education Study Program (EESP) of the Faculty of Teacher Training and Education (TTEF) of Widya Mandala Surabaya Catholic University (WMSCU), assigns writing a central position in its curriculum. In the curriculum of 2006, for instance, there are four Writing subjects: Writing 1, Writing 2, Writing 3, and Writing 4. Writing 1 deals with recount and narration, Writing 2 deals with description, report and news item; Writing 3 deals with explanation and exposition; while Writing 4 deals with discussion and review (FKIP: 2007). This classification is based on the concepts of genre-based approach pioneered by Australian English curriculum experts and practitioners and widely used in Commonwealth countries (Tukan and Ngadiman: 2009 in the process) and has been made effective at the EESP of the TTEF of WMCU since the academic year of 2006/2007 (FKIP, 2007).

Even though Writing is taught in different ways with different materials by different lecturers, the main goal is just the same; making the students capable to write good compositions in English in their working

places in general and in schools as English teachers, in particular (FKIP: 2007).

As stated above, Writing 1 is taught to the second semester students of the EESP of WMCU. In this subject, the students learn to produce two types of text; they are recount, which includes (auto) biography, and narrative. In general, recount is a text type that retells the writer's experiences/activities that happened in the past chronologically while narrative is a text type that tells a story; factual (true-life) and or fictive, which may not be in chronological order (Harjanto & Tukan, 2006). The major difference between recount and narrative is that in narration, there must be a complication where a series of problem(s) arise(s) mounting to a climax and going down to a resolution while in recount, there are only events presented chronologically (Tukan and Ngadiman, 2009, in process). These genres are supposed to be mastered by semester two students of the EESP of TTEF of WMCU within 6 months. After the 6-month-course, the students are expected to be able to write (auto) biographies, recounts, and narratives in grammatically correct and acceptable sentences in English (FKIP, 2007). In short, the students of the EESP of TTEF of WMCU have to pass Writing 1 first before they go through the next levels of writing subjects.

In line with the objective of Writing 1; making the students capable to write a good recount including a(n) (auto) biography texts and narratives texts in grammatically correct and acceptable sentences in English, the writer, hence, tries to investigate the quality of Writing 1 products, especially the narrative texts they produced. The writer's reason for choosing Writing 1 as the subject of this study under report is that Writing 1 is the foundation of the Writing curriculum in the EESP; before the students take the other writing subjects they have to pass Writing 1 first. At the end of the semester, the students are assessed to see whether they pass or fail the Writing 1 by writing an essay based on the topics given. If the students do not pass Writing 1, they automatically can not move on to the next level of the writing subjects. Besides that, the writer decided to analyze the narrative essays of Writing 1 students because as stated above that there are two text types taught in Writing 1 and the narrative text type is more complex in its organization; this can be seen from how a writer begins a story, goes on with the complication which goes up to the climax and goes down to the solution of the problem(s). Being the foundation of all subjects, it is assumed that if the students have been able to write good narrative texts, they are also capable to write the other text types given proper materials and practice.

The Data and the Source of Data

The data sources of the study under report are Writing 1 students' final semester test papers of the even semester of the academic year of 2006/2007 and 2008/2009 in the EESP of WMSCU. The genre tested was the narrative text. The students of the academic year of 2006/2007 were

supposed to write a narrative composition based on one of the following topics: One Day with My Favorite Celebrity, Love and Friendship. There were 12 compositions with the topic love, 2 compositions with the topic Friendship, and 1 composition with the topic One Day with My Favorite Celebrity.

On the other hand, the topics to be written by the students of the academic year 2008/2009 are The Magic Carpet, Invisible, and One Day with My Favorite Celebrity. There were 6 compositions with the topic Magic Carpet, 3 compositions with the topic Invisible and 6 compositions with the topic One day with my favorite celebrity. The writer borrowed the writing 1 final semester test papers from the Writing 1 lecturers.

At first, the writer had forty final semester test papers. However, she then analyzed only thirty compositions since she found out that the remaining ones could not be analyzed since they were not narratives; 6 compositions from the academic year 2006/2007 and 4 compositions from the academic year 2008/2009. From those thirty compositions, the writer only analyzed the organization of each of them.

Findings

The Quality of the Organization

A good piece of writing can be seen on its content/ideas, organization, and style. These criteria of a good writing are very necessary and important because based on them a piece of writing is judged as a good one or not. According to Peha (1995), one of the criteria of a good writing is having a logical and effective organization. Organization refers to the orders of the writer's ideas and the way he moves from one idea to another idea. The organization is called logical when each part of an essay is arranged in a good order so that the readers are able to follow the composition easily. On the other hand, it is called effective when the beginning of the composition can attract the readers' attention so that the readers are interested in the writing which makes them want to read more. The writers of these compositions also spend the right amount of time on each part which is called pacing. The more important an idea is in the writing, the more time the writer should spend on it. At the end of his writing, they have to sum it up in such a way that it satisfies their readers and give them something to think about the ending of the writing.

After analyzing the data, the writer finds out the organization of the students' composition of the academic year 2006/2007 is considered excellent, the score of 3.6. In other words, most of the students' composition is organized logically and effectively. Like wise, the quality of the organization of the students' narrative compositions of the academic year 2008/2009 is also excellent, with the score of 3.7. The introduction and resolution of their compositions are linked either explicitly or implicitly.

A composition is called excellent when the organization is logical and effective which all parts are arranged in a best chronological order that eases the readers to follow and attracts the readers attention to read until the end of the composition. A composition is said to be good when the organization is logical but not effective while a fair composition is when the organization is not logical and effective enough; the introduction and the resolution lack of focus and the sequencing of the details is limited. The table below presents a list of each subject's organization scores, also with the mean score of the whole scores.

Table 1. The Quality of the Essay Organization

Academic Year 2006/2007 Students			Academic Year 2008/2009 Students		
ESSAY	SCORE	Quality	ESSAY	SCORE	Quality
1	4	Excellent	16	3	Good
2	4	Excellent	17	4	Excellent
3	4	Excellent	18	4	Excellent
4	4	Excellent	19	4	Excellent
Academic Year 2006/2007 Students			Academic Year 2008/2009 Students		
5	4	Excellent	20	4	Excellent
6	4	Excellent	21	4	Excellent
7	2	Fair	22	3	Good
8	4	Excellent	23	4	Excellent
9	3	Good	24	4	Excellent
10	4	Excellent	25	2	Fair
11	3	Good	26	4	Excellent
12	4	Excellent	27	4	Excellent
13	4	Excellent	28	4	Excellent
14	3	Good	29	4	Excellent
15	3	Good	30	4	Excellent
N	15		N	15	
Σ	54		Σ	56	
Mean	3.6		Mean	3.733	







The Quality Findings

Academic Year 206/2007			Academic Year 2008/2009		
Quality	Quantity	Percentage	Quality	Quantity	Percentage
Excellent	10	67,67%	Excellent	12	80%
Good	4	26,67%	Good	2	13,33%
Fair	1	6,67%	Fair	1	6,67%
Unsatisfactory	-	-	Unsatisfactory	-	-

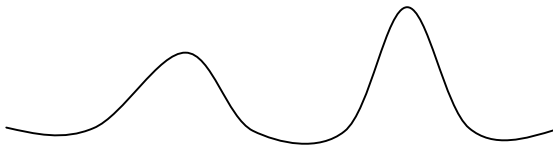
The Organization Patterns of the narrative composition of the students of the academic year of 2006/2007

After analyzing all of the data, the writer finds several organizational patterns made by the students; this is the answer of the second major research question. There are six patterns:

Table 2. The Organization Patterns

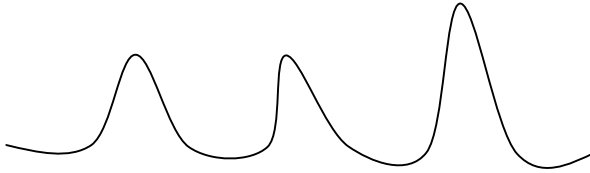
Organizational Pattern	Academic Year 2006/2007		Academic Year 2008/2009	
	Quantity	Percentage (%)	Quantity	Percentage (%)
1 	2	13,3%	7	46,67%
Organizational Pattern	Academic Year 2006/2007		Academic Year 2008/2009	
	Quantity	Percentage (%)	Quantity	Percentage (%)
2. 	-	-	2	13,33%
3. 	1	6,67%	2	13,33%
4. 	9	60%	4	26,67%
5. 	2	13,33%	-	-
6. 	1	6,67%	-	-

1. Pattern 1: orientation- complication, climax - solution



This pattern begins with the orientation. Then, it moves to the complication followed with a resolution. After that, the complication mounts to the climax and goes down to the resolutions, and the story ends up sadly. There is only one composition which uses this kind of pattern.

2. Pattern 2:



This pattern shows that the composition has more problems compared to the other patterns; the complications are directly resolved. The turning point is put almost in the end of the composition before the final resolutions, ending sadly. There is one composition which uses this pattern.

3. Pattern 3



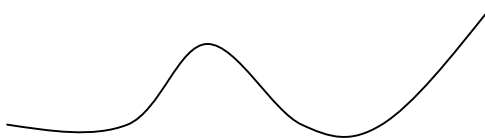
The third pattern is used by most of the student writers; there are 9 compositions. It only consists of the orientation, complication, climax and resolution. Six compositions ends happily and the rests end sadly. In other words, the complication mounts to the climax and then it is just resolved.

4. Pattern 4



The pattern is only orientation, complication and climax. The resolution of the composition is not stated there. Briefly, these compositions belong to unfinished stories. There are two compositions which use this pattern ending sadly.

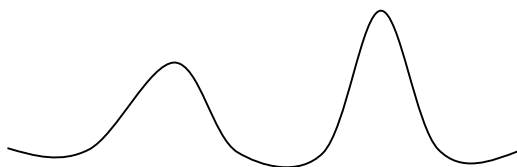
5. Pattern 5



The pattern shows the orientation, moves to the complication and goes down to the resolution. Next, it mounts to the climax without any resolution anymore. There is only one composition which uses this pattern ending sadly.

Organization Pattern of the narrative Compositions written by the students of the Academic year 2008/2009

Pattern 1



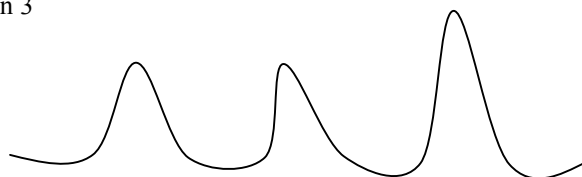
This pattern begins with the orientation. Then, it moves to the complication and its resolution. After that, it mounts to the climax and goes down to the resolutions ending happily. There are six compositions which use this kind of pattern.

Pattern 2



This pattern starts with the orientation. Then, it moves to the complication and directly rises to the climax. After it reaches the climax, it goes down to the resolution. Next, another complication appears and resolved with its resolution. There are two compositions which use this kind of pattern; one composition ending happily and the rest ending sadly.

Pattern 3



This pattern shows that the composition has more problems compared to the other patterns; the complications are directly resolved. The turning point is put almost in the end of the composition. There are two compositions which use this pattern; one composition ending happily and the rest ending sadly.

Pattern 4



The fourth pattern is used by four students. It only consists of the orientation, complication, climax and resolution. In other words, the complication mounts to the climax and then it is just resolved. There are 4 compositions which use this pattern.

The Organization Patterns

Organizational Pattern	Academic Year 2006/2007		Academic Year 2008/2009	
	Quantity	Percentage (%)	Quantity	Percentage (%)
1.	2	13,3%	7	46,67%
2.	-	-	2	13,33%
3.	1	6,67%	2	13,33%
4.	9	60%	4	26,67%
5.	2	13,33%	-	-
6.	1	6,67%	-	-

Comparison of the essay Quality of the subjects under study

Academic Year 206/2007			Academic Year 2008/2009		
Quality	Quantity	Percentage	Quality	Quantity	Percentage
Excellent	10	67,67%	Excellent	12	80%
Good	4	26,67%	Good	2	13,33%
Fair	1	6,67%	Fair	1	6,67%
Unsatisfactory	-	-	Unsatisfactory	-	-

The Quality of the essay of the students of the academic year 2006/2007

Out of 15 the students' narrative compositions of the academic year 2006/2007, the organization of 10 compositions (67,67%) scores 4 meaning excellent. Their organization is excellent because they are logical and effective organization. All parts (events) are arranged cohesively and/or coherently that make the readers attracted to read and keep reading until the end of the story. Next, the organization of another 4 compositions (26,67%) gets a good score, that is 3. Their organization is good because they are logical but not effective. Finally, there is only 1 composition (6,67%) whose organization is considered as a fair. Its organization is claimed to be fair because it is neither too logical nor too effective. This can be seen from the introduction and the resolution lack of focus, and the sequencing of the details is limited; the details are not clearly described.

The Quality of the essay written by the students of the academic year 2008/2009

Having finished analyzing the data of the academic year 2008/2009, the writer finds out that out of the 15 narrative compositions of 2008/2009, the organization of 12 compositions (80%) said to be excellent; they score 4 in the organization. They are excellent because they are organized logically and effectively; all parts are arranged in a best order, easy to follow from part to part; the orientation and resolution are clearly linked either explicitly or implicitly. This makes the readers are interested in reading until the end of the story. Next, there are 2 compositions (13,33%) of which the organization is considered 3 (good). They are considered good since they are organized logically but not effectively; their introduction is not interesting that can attract the readers' attention. Also, the sequence of their details is limited so that the readers can not understand the composition deeply while the rest of the compositions are considered as fair. The composition is fair when its details are limited, the introduction and resolution attempt to establish focus.

All in all the organization quality of the narrative compositions of both groups is excellent. This can be seen from the mean score of both groups. Both mean are 3,65 which is excellent.

Discussion of Findings

In line with the objective of the study, the study is aimed at knowing the quality of the organization of Writing 1 students. From table 4.31, it is seen that the quality of the students' narrative compositions in the academic year 2006/2007 and 2008/2009 is excellent. The

compositions under study are organized logically and effectively. These findings answered the minor research questions of the study under report.

The organization of their compositions is logical since all parts of the composition are organized in a best chronological order. Thus, through the best chronological order, the readers are entertained and can easily understand how a part relates to the next part and how all parts are related to the piece of a whole writing (Peha, 1995). Not only is the composition organized in the best chronological order but it is also easy to follow from part to part. The easiness of following its parts can be seen through the transitional words. The writers, however, may omit the transitional words as long as each part of their writing follows logically from the one before it. Although there are not any transitional words, the readers might feel the connection of each part. Briefly, each part follows so naturally from the previous part that transitional words are not needed.

An effective organization is when the orientation attracts the readers' attention so that the readers are interested in the writing which makes them want to read more. The writer should also spend the right amount of time on each part which is called pacing. Pacing is a way of controlling how much time readers spend on each part of ideas such as in the complication and the climax. The more important an idea is in the writing, the more time the writer should spend on it. Finally, if the writer wants to end his writing, he has to sum it up in such a way that it satisfies his readers and gives them something to think about the ending of the writing i.e. the resolution.

Ideally speaking, the organization in narratives usually begins with the orientation, then moves to the complication, rises to the climax and goes down to the resolution. To this point, Dagher (1976) argues that "narrative is a sequence of events which lead to a climax". Each incident in the narrative is a complication in the chain of events increasing the intensity of the suspense. Each complication increases the tension of the narrative until the crisis occurs, causing the chain of events to snap and to change the direction.

Based on the basic theory of narratives, in terms of organization, a narrative begins with orientation, goes to the complication, rises to the climax and goes down to the resolution. As a matter of fact, there is some theory development in narrative organization. First, the students of the EESP of the TTEF of WMSCU do some variation in organizing their compositions. For instance, the composition starts with the orientation. Then, it moves to the complication followed by its resolution. After the resolution of the complication, the crisis or turning point (climax) occurs. Finally, the climax is resolved at the end. Second, besides orientation, complication, climax and resolution, there is an additional part which is called evaluation. Evaluation tells either about the writer's opinion before s/he begins his/her story or in the middle of his/her story (*see essay 1 and 23*). Those two developments can enrich the previous theory which will be useful for the future teaching/learning English process. These findings

of the organizational patterns answered the second major questions of the study under report.

Since the data was taken from the academic year 2006/2007 and 2008/2009, there is a difference found between them. The difference is on the organization that the students made. The organization of the students in the academic year 2006/2007 is simpler than the organization of the students in the academic year 2008/2009. The organizational pattern which is mostly used by the students in the academic year 2006/2007 is the basic pattern consisting of orientation, complication, climax and resolution. They are straight forward in putting their ideas while the organization of the students in the academic year 2008/2009 is more completed. This can be seen from their compositions. After they started with the orientation, they created a problem. Then, the problem was resolved first. Next, the composition went up to the climax and finally went down to the resolution.

To sum up, the quality of the organization of narrative compositions written by the students of the EESP of the TTEF of WMCU is considered as excellent. It is excellent because the introduction and the resolution are clearly linked either explicitly or implicitly and establish focus. Second, the sequencing of the details is effective and logical so that the readers do not get lost although the transitional words are not explicitly stated. Its organization is logical and effective with various organizational patterns. Even though these patterns are varied, the readers are still able to follow the composition with a good understanding and feel the flow of the composition. In short, those compositions are understandable. Thus, the writer can conclude that the subjects of the study understand the theory of narratives given by writing lecturers in terms of the organization.

In the last chapter of this thesis, the writer would like to review what has been discussed in the previous chapters. She would like to give some suggestions based on her findings that may be useful for both teachers and students in their field of teaching and learning English.

Summary

The study under report deals with the organization of the narrative compositions of the EESP of the TTEF of WMCU students. The subjects are the students of the EESP of the TTEF of WMCU taking Writing 1 in the academic year 2006/2007 and 2008/2009. The source of data is the narrative compositions written in the final semester examination; the students were assigned to write a narrative composition based on one of the topics given. After collecting the data, the writer started analyzing them in terms of its organization. In analyzing the data, the writer first identified its structure by highlighting each part in different colors: light blue showing the orientation, yellow showing the complication, red showing the climax, grey showing the evaluation and green showing the resolution. After that, the writer drew a curve showing the flow of the

narrative composition elements. Next, the writer scored the organization of each composition using a rubric from Peha which has been modified. Finally, a judgment is given to the organization.

The results of the analyses show that the organization of the narrative of the students of the academic years of 2006/2007 and 2008/2009 is excellent. It is excellent because the introduction and the resolution are clearly linked either explicitly or implicitly and establish focus. Second, the sequencing of the details is effective and logical so that the readers do not get lost although the transitional words are not explicitly stated. Out of 30 narrative compositions of both academic years 2006/2007 and 2008/2009, the organization of 22 compositions (73,33%) is excellent. Another 6 compositions (20%) is good while the rest (13,33%) are fair. In short, all parts are organized chronologically and effectively that the readers get the idea what the writers want to say. Overall, this means that the student writers understand the theory of narratives given by the writing lecturers in terms of the organization.

The study also reveals that there are six organizational patterns. The organizational pattern used by the subjects. The organization which was mostly used by the students of the academic year 2006/2007 was the basic theory one; there are 9 compositions (60%) which used this pattern. This pattern starts with the orientation, moves to the complication, rises to the climax and goes down to the resolution while the organizational pattern which was mostly used by the students of the academic year 2008/2009 was the modification of the basic theory. The pattern starts with the orientation, goes up to the complication, goes down to the resolution, rises up to the climax and goes down to the resolution again; there are 7 compositions (46,67%) which used this pattern. Even though the organizational patterns are varied, the readers are still able to follow the compositions with a good understanding and feel the flow of the compositions. In short, those compositions are understandable.

Suggestions

The last part of this chapter which also closes to this study under report contains some suggestions concerning the result of this thesis. The suggestions are given to the authorities of the English Education Study Program (EESP) of the Faculty of Teacher Training and Education (TTEF) of Widya Mandala Surabaya Catholic University (WMSCU) and its Writing 1 lecturers, in their efforts to minimize making mistakes in teaching how to organize a composition. Also, the suggestions are given to the future researchers of the same topic. The suggestions are as follows:

- a. The authorities of the English Education Study Program (EESP) of the Faculty of Teacher Training and Education (TTEF) of Widya Mandala Surabaya Catholic University (WMSCU) should maintain what they have done in helping the students write effectively and logically with special reference to essay organization; narrative essays particularly.

- b. The writing lecturers should keep up their works in assisting their students produce a good composition so that they can organize their compositions logically and effectively.
- c. The future researchers should cover more details in investigating the organization, such as the organization within paragraphs and sentences, to important especially that are beyond the topic of the study under report.

There is always a goal of teaching and learning and this goal is really caused by many factors above. Therefore, how lecturers and students achieve the goal really depends on how good they can incorporate and manage all those things without forgetting that as time changes, the need of every individual also changes.

References

- Angelo, F. J. (1980). *Process and Thought in Composition*. Winthrop: Cambridge University.
- Arapoff, N. (1970). *Writing with a Thinking Process* (Vol. VIII). English Teaching Forum.
- Brooks, C., & Warren, R. P. (1979). *Modern Rhetoric*. New York: Harcourt Brace J.
- Brown, C. A., & Zoenier, R. (1968). *The Strategy of Composition Rethoric with Readings*. New York: Ronald Press.
- Brown, D. H. (1987). *Principles of language teaching and learning*. Prentice-Hall.
- Dagher, J. P. (1976). *Writing: A Practical Guide*. Boston: Houghton Mifflin Co.
- Decker, R. E. (1992). *Pattern of Exposition*. New York: Hasper.
- Erfinah, L. (1999). A Study on the Frequently of Connectors used to express Chronological order in Students' Narrative Composition. *SI Widya Mandala University thesis*.
- Fawcett, S. &. (1984). *A Guide to Writing* (Evergreen 2nd edition ed.). USA: Houghton Mifflin Company.
- Gere, A. R. (1985). *Writing and Learning*. New York: MacMillan Publishing Company.
- Good, D., & Minnick, T. L. (1979). *Handbook*. New York: Macmillan Publishing Co., Inc.
- Hardaway, J., & Hardaway, F. (1977). *Writing Through Reading*. Massachusetts: Winthrop Publishers.
- Indrawati, T. (1988). An Analysis of the first year SMA Kr. Petra 1 (siang) Surabaya students' error in Learning English. *SI Widya Mandala Thesis*.

- Indrajani, V. (1992). *Coherence in the Expository Compositions of the EESP of the TTEF of WMSCU*. Surabaya: S1 Widya Mandala Thesis.
- Kiefer, K. (1983). *Making Writing Work: Effective Paragraphs*. New York: McGraw-Hill.
- Lado, R. (1957). *Linguistics across cultures*. University of Michigan Press.
- Maya, A. (2009). *Coherence in the Argumentative Compositions of the EESP of the TTEF of WMSCU*. Surabaya: S1 Widya Mandala Thesis.
- Memering, D., & O'Hare, F. (1980). *The Writer's Work*. Englewood Cliffs, Oshima, & Hogue. (1998).
- Pichaske. (1975). *Writing Sense*. New York: The Free Press.
- Peha, S. (1995). *What Is Good Writing?*. Teaching That Makes Sense, Inc.
- Roberts, E. V., & E. Jacobs, H. (1987). *Literature: An Introduction to Reading and Writing*. New Jersey: Englewood Cliffs.
- Vivian, C. H. (1961). *Englsih Composition*. New York: Barnes and Noble Books.
- Xing, Z. F., & Shih, C. (1989). *Technique to Teaching Writing* (Vol. XXVII). English Teaching Forum.